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ABSTRACT

The document presents descriptions of goals and behavioral objectives as guidelines for development of an educational program for gifted and talented students from kindergarten through grade 12 in Oklahoma. Sections cover the following topics: decision on areas of study and goals for specific areas (such as social studies, mathematics, and science); fundamental objectives of the curriculum; an explanation of the cultural/vocational enrichment program; and a description of objectives to meet the needs of gifted students as identified by the University of Oklahoma, Southwestern State University, and Central State University. (IM)

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SUGGESTED GUIDELINES

FOR

DEVELOPING PROGRAMS

FOR

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GIFTED STUDENTS

K-12

CONTRIBUTING UNIVERSITIES

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UNIVERSITY OF OKLAHOMA

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GIFTED-TALENTED

This preliminary publication is intended as a first step in preparing a framework for the education of gifted-talented children and youth. The content in its present form does not represent a program policy but should serve only as a small sampling of one method of thinking in terms of the Gifted-Talented.

These goals pertain to differentiated behaviorial objectives, learning activities, and higher level of thinking and provide sample plans for units and lessons.

The planning and preparation of this significant forerunner appendix was quickly done so because of this the contributors are hopeful that further refinement will result in a framework which can be adopted and used in programs for the Gifted-Talented in Oklahoma since it is recognized that educating young individuals with special mental endowments is a clear responsibility of educators everywhere.

This limited initial appendix to be compiled Book of Goals and Behaviorial Objectives could only be made possible through leading educators and their such efforts and the approval of Dr. William A. Fredrickson, Professor of Psychology, Central State University; Mr. Bill Wagoner, Superintendent of Guthrie Public Schools; and coordinator by Dr. Fay Catlett, Professor of Psychology, Central State University; and Zela Arnett, School Psychologist, Guthrie Public Schools.

The following Goals and Behaviorial Objectives were written after a coordinated identification program of students in the Guthrie Public Schools recommended by teachers and principals for evaluation with the Binet by Graduate Psychology students at Central State University.

It was felt that these people would be knowledgeable of the needs of these students and therefore could write some very general goals and behaviorial objectives to provide a sample for this type of program. The names of those serving on the identification committee are: Robert G. Clark, M. Ed; Thomas Jones, M. Ed.; Barbara Feguson, M. Ed.; Sandra E. Boyd, M. Ed.; and Jo Harding, M. Ed.

GIFTED-TALENTED

Parents, students and educators must recognize equal rights of all young students to the quality educational experiences which provide opportunities for development of their full capabilities in various interest areas. They must be provided an educational program of differentiated experiences from the average regular school program and one based on the needs of Gifted-Talented youth.

The program must be designed to foster high level thinking and self-development processes and provide a challenge for the multi-talented student; while at the same time assist the student in developing a desire for excellence as a sense of individual responsibility and empathy for self and others.

1.0 Students will be provided an opportunity to discuss and decide on the area of study that they would like to pursue in depth in place of or related to courses of study in the average classwork.

1.1 Within a four week period and given daily sessions for discussion and access to student recommended resource people, the students will list for further study ten areas of interest and rank in order of individual interest.

1.1.1 Various types of media.
1.1.2 Resource people
1.1.3 Research either live interviews and excursions or through media.
1.1.4 Group discussion
1.1.5 Development of materials.
1.1.6 Debates.
1.1.7 Presentations (tapes, slides, films.)
1.1.8 Creative writing
1.1.9 Dramatization.

Social Studies

1.0 Students will have an opportunity to improve their skills in written and oral experiences, in research methods and have an opportunity to discuss current problems on a level equal to their ability while at the same time broaden their understanding and appreciation of the development of human culture of their own and other localities.

1.1 Within a six week period, the student will demonstrate his understanding of the concept of the culture and diversity of social patterns and value systems under which men lives by comparing his own to another locality to the satisfaction of the group when evaluated by a group-prepared check list.

1.1.1 Research
1.1.2 Various types of media
1.1.3 Personal interviews
1.1.4 Resource people.
1.1.5 Problem solving discussion groups.

1.2 Within a two week period and after much research, the students will reveal his ability to think critically by presenting a program to the group on the historical setting of events.

1.2.1 Research
1.2.2 Films and slides
1.2.3 Personal interviews.
1.2.4 Discussion groups

Fine Arts

1.0 All students will be given an opportunity to study the fine arts of their choice.

1.1 Within a three week period and after introduction to the many fine arts activities, the student will choose one or more of the arts to study and practice for their own satisfaction.

1.1.1 Viewing of performing arts.
1.1.2 Media
1.1.3 Interviews of fine artists
1.1.4 Participation in one or more.

Mathematics

A mathematics program for the gifted must provide learning experiences that will nurture a student's interest and supply his imagination with new possibilities and challenges, while opening up the broad discipline of mathematics to him and thereby assist him in enjoying math as he manipulates his rich mathematical environment and explores many creative approaches to a problem.

1.0 All students will have access to indepth studies of mathematics and its relationship to themselves and society.

1.1 Within six weeks and after research in the math area, the students will present a program on the math study they wish to research in depth and reveal how the knowledge of math relates to their needs in life.

1.1.1 Math research
1.1.2 Personal interviews.
1.1.3 Various types of media.
1.1.4 Resource speakers.
1.1.5 Manipulation materials.
1.1.6 Games.

English

Spoken and written communication is a social endeavor that has a high priority not just for gifted but is essential for everyone's well being and even to his survival.

1.0 The English program should help children and youth to understand, appreciate and utilize their language with skill, discrimination, power and compassion.

1.1 Within a nine week period and after research of the major kinds of literature, the student will select one or more to research indepth and present the project for evaluation.

1.1.1 English laboratory
1.1.2 Research
1.1.3 Media
1.1.4 Discussion

Science

The curriculum should permit enrichment (Movement in depth) or movement along the vertical thread of conceptual development. It must also encourage and develop opportunities for independent work.

1.0 Science--Gifted-Talented students should be offered opportunities to explore, to inquire, to search out, to test and to seek concepts.

1.1 Within a time allotment chose by the student and given an opportunity to proceed with a module of activity of a "Learning Activity Packet", the student will probe deeply into the activity and present the scientific outcome of the experiment to his satisfaction.

1.1.1 Lab investigation

1.1.2 Scientific experiment
1.1.3 Various types of scientific materials
1.1.4 Various types of media.

Foreign Language

Foreign Language should be concerned with the development of major concepts, skills, principles and content objectives for the teaching to gifted. The teaching attitude should be flexible in order to enhance the gifted-talented student's potential for hearing the language.

1.0 All students studying foreign language will better understand and appreciate the literature of civilizations other than their own.

1.1 After a semester of study in a foreign language, the student will communicate with one in the language to satisfy his needs.

1.1.1 Media
1.1.2 Charts
1.1.3 Tapes
1.1.4 Group discussion
1.1.5 Dramatization
1.1.6 Writing

1.0 Gifted children will be provided an opportunity for experimentation exploration in their own area of interest and be given the opportunity to share these experiences with others.

1.1 Within a 9 week period in a special learning lab the gifted student will reach their potential of creativity in their own area of interest (by experimentation) as measured by the student, teachers and peer group.

2.0 The gifted child needs to feel success in school. His needs must be known and his potential must be reached.

2.1 Within the school year and after needs are reviewed the student will be provided reading materials on his level, a chance to experiment, and opportunities to talk with someone who understands to his own satisfaction.

2.1.1 Special lab for gifted.
2.1.2 Outside library experiences.

3.0 Help these children develop their potentialities in all areas.

3.1 Within 9 weeks and given a special enrichment lab class, the gifted students will develop their originality and competence in participating in a unit-type program whereby a general topic will be covered in various ways by the different children. It will be evaluated as being satisfactory by the group of students.

3.1.1 Student-produced films.
3.1.2 Student-produced filmstrips with topic program to go with it.
3.1.3 Student-produced murals.
3.1.4 Play written and acted by students.

4.0 To create an educational program to meet the needs of the gifted.

4.1 Within one school year, the gifted student will have participated in such activities to extend their potential for learning and assist them in social adjustment to the satisfaction of teacher, parent, student and counselor.

4.1.1 Enrichment classes.
4.1.2 Actual participation in their field of interest.
4.1.3 Group counseling for personal and social adjustment.

5.0 Write a creative, interesting short story on a topic chosen by students.

5.1 Within a nine week period and given topics of creative writing and independent time the gifted student will write a short story at a satisfaction as measured by evaluation by English/Literature teacher.

5.1.1 Proper grammar.
5.1.2 Sentence structure.

6.0 To develop self-esteem and the free use and application of the gifted-talented child in productive individual/social tasks.

6.1 Within 18 weeks and given classroom structure, the gifted-talented students will achieve a superior level of ability as measured by classroom behavior.

6.1.1 Develop notebooks, writings, art, etc.
6.1.2 Having a student load in which the gifted child has partial responsibility for academic development.
6.1.3 Tutoring of younger or less gifted-talented children.
6.1.4 Retain curiosity and willingness to question.
6.1.5 Developing individual studies and projects.

7.0 Gifted students will have individual attention from the teacher every day for at least 20 - 30 minutes where they can talk, discuss things of interest to the child and provide him with activities that will be stimulating, interesting, and rewarding to him and allow him to develop to his full potential.

7.1 Within 2 weeks, child will organize materials and throughts for a presentation to class where child teaches class something from his greatest interest area utilizing organization and presentation skills and techniques for appealing to others.

7.1.1 Teaching class.

8.0 Gifted students will have the opportunity to pursue areas of interest.

8.1 At the end of the unit on body structure and function, the gifted student will be able to distinguish between normal and abnormal function or structure with 90% accuracy.

8.1.1 Teacher constructed test.

9.0 Gifted students shall be given an opportunity to use their superior intelligence in increasing interpersonal skills with persons who are both gifted and non-gifted in order that they might not feel that they are a group "set apart" and isolated from the rest of society but that they are functioning within and as a part of society at large.

9.1 Membership and/or leadership in a small group of persons of various levels of intelligence with stated acceptance of this association from the gifted student as well as the non-gifted members of the group.

9.1.1. Group discussions.

10.0 The child will receive attention in areas of talent but there will always be someone watching to see that their superior development in some ways doesn't make them "backward" in other areas.

10.1 Within 1 year and given lab for gifted, the gifted student will excel at an even pace as measured by intellectual potential achievement and behavior rating (social development).

THE FUNDAMENTAL OBJECTIVE OF THIS CURRICULUM FOR THE GIFTED

The fundamental aim (objective) of this curriculum is for each student to have a better understanding and awareness of himself and to discover the world around him. In Maslow's terms, we want to initiate or continue the self-actualization process.

BEHAVIORAL OBJECTIVES

Upon completion of this curriculum the student will:

1. Demonstrate a better understanding of his personality and potential.
2. Establish security relying on his own ability to make decisions and control himself.
3. Identify his own and other contemporary cultures.
4. Apply knowledge of man's development - social, intellectual, scientific, artistic, and religious to the understanding and solutions of problems.
5. Utilize, verbally, and in writing, knowledge of the humanities, natural sciences and social sciences in sufficient depth and breadth enabling him to understand relationships among those broad areas of knowledge.
6. Correlate, because of a better understanding of the problems of man, the probably direction and effect of political, economical, and technological change.
7. Select and pursue an appropriate area in the world of work for him based on information and interest gained through the cultural and vocational areas of study in the enrichment program.

10.1.1 Magic circle discussions on self concepts and sharing of feelings about their talents.

10.1.2 Competetive activities in areas where they do not excel and discussions about how others excel in those areas.

10.1.3 Appreciation exercises for talents that do not preclude academic success.

EXPLANATION OF A MINI-CURRICULUM OF
CULTURAL/VOCATIONAL ENRICHMENT PROGRAM FOR THE
GIFTED STUDENT IN SECONDARY SCHOOLS

This curriculum is developed around "Man and His World". Modern man is confronted with numerous major problems in his complex society. The objective of this curriculum is to direct the student toward discovering himself, the solutions of the central problems, and to provoke questions.

The curriculum for the cultural and vocational enrichment program provides for maximum flexibility for the secondary student to achieve the level of competence required for completion of his high school diploma.

The student selects the sequence in which he enrolls in the four areas: The Natural World, the Aesthetic World, the Technological World, and the Human World.

Each area emphasizes the interrelationship of knowledge, values, and occupational goals. Each of these four areas would be presented in three-hour blocks for one school year. The student's selected area of study would determine the remainder of the student's traditional classroom subjects for that year.

The natural world is an introduction to ecology and man's place in the universe. The Aesthetic World is designed to help students become fully aware or enjoy the arts. Most people will concede that "Man cannot live by bread along." Hopefully, students will come to the realization that man transcends a mere physical existence. The selection of the technological man leads the student to seek ways of adapting technology to human beings. How can an enlighted man use technology to improve the quality of life?

In the Human World, man is viewed as part of nature, as in the Natural World, but the relationships to himself and other human beings are stressed.

We would want students to be aware of skills and thinking talents most needed for confronting knowledge in an intellectual manner by a citizen in today's world. To accomplish this, the focus throughout the curriculum will be placed on individual responsibility which would cause each student to be accountable for his own work.

FIVE MAJOR PROPOSITIONS TO BE KEPT IN MIND WHEN ENLARGING THE CURRICULUM AND CONSTRUCTING LESSON PLANS

It would probably be wise to convey these to the students particularly at the beginning of the enrichment program. These propositions are those suggested by E. M. Drews at Michigan State University.

1. Students must choose areas of learning or problems which appeal to them.
2. Students must learn to think flexibly and creatively.
3. Students must learn to generalize from data and to group ideas into meaningful clusters if they are to solve problems.
4. Students must learn ways to test hypotheses and to make critical judgments.
5. Students might finally realize that at some point they will have to make a decision and take a stand.

1. WHO ARE THE GIFTED?

   Will you include the talented?
   What will be your criteria for identifying them?

2. WHAT WILL BE INCLUDED IN THEIR CURRICULUM?

   Will you have a specified curriculum?
   What type of program will you have? Why?

3. WHEN WILL YOU INCORPORATE A GIFTED PROGRAM INTO THE CURRICULUM?

   Elementary, Jr. High, Senior High?
   Why?
   When will this program be implemented?
   After all other special education programs (i.e., physically, mentally, emotionally handicapped, blind, deaf, learning disabilities)?

4. WHERE WILL YOU INCORPORATE YOUR CURRICULUM FOR THE GIFTED?

   Will it be in the regular classroom?
   Will it be with other special education programs?
   Who will teach the gifted?

University of Oklahoma
Psychology of Exceptional Children

NEEDS

1. accelerated materials available.
2. open end assignments--extended research if desired.
3. Leadership opportunities
4. Working with abstract (to develop)
5. Acceptance--peer, parental and faculty
6. Fair treatment
7. Understanding teacher
8. Parents that love him or her.
9. Opportunity to progress into higher grades.
10. Social interaction
11. Challenges
12. Interesting and varied materials.
13. Help in discovering cooperation and patience.

University of Oklahoma
Psychology of Exceptional Children

1.0 Gifted-Talented students will have access to interesting and varied accelerated materials and be given an opportunity to work with abstract (to develop) while at the same time work on open end assignments and extended research if desired; thereby discovering cooperation and patience in working with peers, parents and understanding teachers. The above mentioned opportunities will provide social interaction, challenges, opportunities for smooth progress into higher grade level information and result in a feeling of fair treatment.

1.1 Within the first nine weeks of school and given orientation to all available accelerated materials and challenged to seek out other types of media, the student will use the materials in an indepth research project of his choice and present to the group for their approval.

1.1.1 Use of Reader's Guide to Periodical Literature.
1.1.2 Use of Computer for printout.
1.1.3 Use of Educational Digest
1.1.4 Use of Micro Readers.

1.2 Within a six week period and given an open end assignment of reporting on money of other lands, the students will do the assignment to the satisfaction of himself and the instructor.

1.2.1 Write a bibliography on money of other lands.
1.2.2 Write to other lands about their money.

1.3 Within a 4 week period and given the opportunity, each student will provide the leadership for a group project by planning and involving all students and exhibiting leadership to the instructor's and student's satisfaction when scored by a checklist of leadership qualities compiled by students and instructors.

1.3.1 Act as mediator during a debate.
1.3.2 Act as chairman of a discussion group.
1.3.3 Head a debate team.

1.4 Within a 6 week period and given the opportunity to develop skills of communication to effect better understadning, attitudinal changes and an appreciation of their fellow man and the environment, the students will demonstrate his understanding of discovery of cooperation and patience in working with peers, parents and teachers to the satisfaction of the group and himself on a self-evaluation tool.

1.4.1 Work with PTA in a community project.
1.4.2 Help in organization of school carnival or open house.

1.5 Within a 9 week period and given assistance and opportunity to experience self-understanding, and to develop a social conscience leading to the improvement of their own lives and the lives of others through social interaction, the student will exhibit an improvement in these skills when measured by a joint scale instrument.

1.5.1 Write paper on life philosophy.
1.5.2 Discuss with other students their philosophy as compared to own.

1.6 Within 9 weeks and given the opportunity to improve their thinking abilities and become more open minded, the students will increase their thinking skills and thereby progress into higher level materials to their own satisfaction and that of their instructor.

1.6.1 Use of library.
1.6.2 Access to varied materials.
1.6.3 Work at own rate.
1.6.4 Read materials that oppose student's views.

1.7 Within the first nine weeks and given instruction involving the student and teacher, the student will have sufficient proof of an understanding teacher as measured by his own self-esteem.

1.7.1 Teacher-child discussion.
1.7.2 School-pscyhologist-teacher conference about the student.
1.7.3 Parent-child-teacher conference.

1.8 Within the semester and given a need for parental love, the student will be loved and more appreciated at a level where the student can accept that love and benefit from it as measured by a high degree of slef-acceptance.

1.8.1 Conferences with teachers, parents and child would develop a mutual understanding.
1.8.2 Parent-child projects.
1.8.3 Parent-participation in PTA and school projects.

1.9 Within a nine week period and after given sufficient materials on his grade level, the student will progress into higher grade level material as measured on evaluations in each area.

1.9.1 Work on individual assignments at own rate.
1.9.2 Conferences with school psychologist, parent, teacher, student.

1.10 Within 8 weeks and given several opportunities to work in small groups the student will present the results of a survey with a degree of acceptability accepted by the students and teacher.

1.10.1 Survey community in up-coming elections, both national and local.
1.10.2 Survey community on current controversial issues.

1.11 Within 3 weeks and after given challenging materials, the students will perform certain experiements within the area of physics, to be evaluated on methods of experimentation, technique, and logicalness of conclusion as determined by a local physics teacher who works for a university.

1.11.1 Access to physics materials.
1.11.2 Access to physics lab.
1.11.3 Write an in-depth paper on some aspect of physics.

1.12 Within a period of 4 weeks and given an opportunity to work in a group project, the students will present a report on something that interests the members of the group causing them to come to a group decision and working with each other on researching the topic to the satisfaction of the group and the instructor.

1.12.1 Write a report on a current controversial issue.
1.12.2 Form a group discussion on a subject of interest.

1.13 Within a period of 6 weeks and given the assignment to tutor children of the same age in subjects at which they excell, the student will begin to discover the needs to corporate and have patience with those of a lower I.Q. or who have less ability.

1.13.1 Help children in library to find books.
1.13.2 Drill other students at the blackboard on math problems.

SOUTHWESTERN STATE UNIVERSITY
PSYCHOLOGY OF EXCEPTIONAL CHILDREN

NEEDS

1. Understanding
2. To be accepted
3. They need to be able to cope with their giftedness in relation to their peer group.
4. High grades.
5. Challenges
6. Outlet for the talent and abilities that are above average.
7. Higher competition
8. Stimulating--challenging materials and curriculum.
9. Needs time to perform in average classroom.
10. Need to hlep the high I.Q. child
11. To be loved

Southwestern State University
Psychology of Exceptional Children

Needs 1, 3, 5, 6, 7, 9

1.0 All gifted-talented students will have an opportunity and access to an educational program that will give him an understanding of his ability and will help him cope with the problem of relating to his peer group and the average classroom; thereby maintaining incentive to grow, meeting the further challenge of working on materials that are above average or on a higher competitive level.

1.1 Within a nine week period and given an attitude checklist, the gifted student will show a positive response as measured by the increased number of positive responses between the pre and post testing.

1.1.1 Magic Circle
1.1.2 Warm Fuzzies Story
1.1.3 Human Relations discussion of needs.
1.1.4 Discussion among other groups of students as observed by teachers.

1.2 Within the first nine weeks and after having been exposed to an educational process with open-ended projects and media-center, working in groups, the student will have a better self-concept, and cooperation with peers as measured on a checklist by peers and instructors.

1.3 Within the first nine weeks, and given open-ended projects in science, students will complete a project in some area of interest as evaluated by the teacher.

1.3.1 Chemical tests
1.3.2 Define groups of rocks
1.3.3 Times rocks were formed.

1.4 Within a nine week period and given an opportunity to interact with a group in a special progra, the student will develop self-understanding and ability to relate well to others when evaluated by a teacher-student developed checklist to the satisfaction of the group.

1.4.1 Value clarification seminars.
1.4.2 Role playing activitiy
1.4.3 Magic Circle activity

1.5 Within a period fo instruction and participation through acquistion, organization and evaluation of perfecting skills of reading and writing, the student will achieve academically as measured by a summary written for the teacher.

1.5.1 Introduction to materials.
1.5.2 Activities involving research.
1.5.3 Interview of persons
1.5.4 Create relevant materials.

1.6 Within a six week period and given opportunity to participate in intellectual skills, the student will become adept at such skills when evaluated by the instructor on a teacher-made tool.

1.6.1 Analyze problem exercise.
1.6.2 Identify problems.
1.6.3 Solving problems and finding alternative solutions.

Need 11

2.0 All gifted-talented students will be provided couseling services in order to provide understanding of self and others, which in turn will help them to feel loved and love others in return.

2.1 Within a period of time needed and provided planned sequences of group and individual counseling and opportunity to be involved in seminars for intellectual, philosophical, religious, and other problem area unique to the intellectual gifted-talented student including parents and instructors as well.

2.1.1 Seminar participation in topical areas as psychology of adjustment, family living, and social life.
2.1.2 Magic Circle sessions
2.1.3 Group activities

Central State University
Summer Workshop on Gifted/Talented/Creative

1.0 By teacher interview, parent interview and various testing procedures, the gifted-talented student will be discovered, identified and provided with necessary materials, educational programs and time to develop their knowledge capabilities, their thinking and feelings and help them to accelerate according to their own ability level.

1.1 Within two months and given proper setting and competent help, the student will be completely tested at a congruent grade level as measured by a variety of tests and interviews.

1.1.1 Give each child a battery of tests.
1.1.2 Interview parents and teachers.
1.1.3 Counsel each pupil.

1.2 Within a school year and given alert teachers, materials, and time, the student will work to his potential at a 100% accuracy level as measured by teacher observation of accomplishments.

1.2.1 Provide interest centers of individualized work.
1.2.2 Set aside special time to pursue interests.
1.2.3 Provide plenty of varied materials in the room.
1.2.4 Utilization of mini-packets.

1.3 Within a nine week period and given the opportunity to be involved in program planning, the student will demonstrate his ability to think through problems by expressing his feelings in a congenial manner as measured by teacher observation.

1.3.1 Participate in value clarification types of sessions.
1.3.2 Research pros and cons of educational programs.
1.3.3 Magic Circle participation.

1.4 Within a nine week period and given student-instructor planned program, the student will increase his ability to a satisfactory level as measured by student and teacher.

1.4.1 Tesing with standardized tests to estab sh independent learning level.
1.4.2 Individualized program materials.
1.4.3 Develop mini-courses for use.
1.4.4 Use Pegasus reading program for sequential skill mastery.
1.4.5 SMART--Individualized Math Programs until ready for Algebra--then use Programmed Algebra Materials.
1.4.6 Utilize the Structure of Intellect Aptitude Tests.

1.5 Within the year and given assistance to bringing up achievement, the student will raise his level of achievement at a level comparable to other subject areas.

1.5.1 Research
1.5.2 Poems

1.6 Within nine weeks and given proper setting and instruction, the student will demonstrate his critical reading ability as measured by meanings of words.

2.0 Gifted-talented students will be given adequate resources and research materials for enrichment in independent thinking and evaluation of materials for the production of original works.

2.1 Within one semester, and given time and introduction to resources, the student will participate in an activity to the student's satisfaction.

2.1.1 Research from outside books and media.
2.1.2 Experimental research.
2.1.3 Models.

2.2 Within a nine week period and given adequate time and motivation, the student will write a research paper showing the use of several sources, as measured by the use of work in their own words.

2.2.1 Independent reading in books.
2.2.2 Interviews.
2.2.3 Finding additional resources.

2.3 Within nine weeks and given a project, the student will complete his project as measured by teacher and peer observation.

2.3.1 Use personal interview to determine interests.
2.3.2 Develop productivity in child by working in the community.
2.3.3 Research the project.

2.4 Within 18 weeks and given access to many types of resources, the student will perform experimentally at a level of his own satisfaction by observation.

2.4.1 Give experiments
2.4.2 Let him talk to someone knowledgeable.
2.4.3 Supply more resources of various types of media.

2.5 Within one semester and after release time to work on personalized projects, the students will demonstrate the accomplishments by displaying their products in a project fair.

2.5.1 Learn research skills.
2.5.2 Live interviews.
2.5.3 Do experiments

2.6 Within the school term and given free time, the student will demonstrate at his level of ability by a report given to the class orally.

2.6.1 Use of library facilities.
2.6.2 Use of outside personnel.

2.7 Within a nine week period and given a weekly contact with resource person, the student will write a literary critique at a level commenserate with his ability as measured by self and resource person.

2.7.1 One to one discussion.
2.7.2 Group discussion
2.7.3 Tapes and reading of critiques with resource persons outlining literary critique.

2.8 Within nine weeks and given an enriched and accelerated program suited to the individual, the student will increase his creativity and instigate his level of interest to his teacher and students as measured by his feeling of self worth.

2.8.1 Providing outside resource people.
2.8.2 Discussion with the individual child of his particular interests.
2.8.3 Lots of resources and better teaching methods.

3.0 Students will be able to adapt to their environment, understand and empathize and tolerate other cultural values and attempt to adjust and comply with requirements without resentment and will learn to accept himself and others, be self-motivated and excited about learning.

3.1 Within a six week period and after daily sessions of value clarifications and small group interaction with a specially-trained person, the student will be able to accept himself and others to his satisfaction and fulfill expectancies of himself within limits.

3.1.1 Participation in small magic circle types of activities, with well-training persons.
3.1.2 Utilization of "Humanizing Types of Educational Materials."
3.1.3 Research of rebels and non-conformists as well as conformists.

3.2 Within one school year and given encouragement and understanding, the student will appreciate his own abilities at a comfortable level of feeling as measured by his reaction to himself and the reactions of others toward him.

3.2.1 Use evaluations to establish level of functioning.
3.2.2 Use personal interviews to establish interest.
3.2.3 Expose him to many types of media and observe for interest.

3.3 Within two weeks and given motivational materials, the student will be self-motivated and excited about learning as demonstrated for the teacher.

3.3.1 Resource people.
3.3.2 Various types of media utilized.
3.3.3 Small and large group peer discussion.

3.4 Within two weeks and having received instruction to the inquiry type of instruction, the students will be enthusiastic about learning as exhibited in their questioning.

3.4.1 Research using varied media about a subject.
3.4.2 Develop skills in creative reading.
3.4.3 Critique an interesting literary work.

3.5 Within the first semester and given the opportunity and resources, the student will develop self-actualization as measured by a teacher and student developed tool, to their satisfaction.

3.5.1 Introduced to various types of media.
3.5.2 Read many biographies.
3.5.3 Share his product with others who have the same interests.
3.5.4 Do team work with other students to gain confidence.

4.0 All gifted-talented students will be challenged to participate in the fine arts (music, creative writing, art.)

4.1 Within one week period and after sessions with a professional writer (poet in residence or resource people in the field) the student will produce some type of creative writing.

4.1.1 Poet in resident, instructor.
4.1.2 Local author, editor or poet interview.
4.1.3 Read original works.

4.2 Within two weeks and given expert resources and time, the student will produce an original work at his satisfaction level as measured by observation.

4.2.1 Bring in an expert in the field of communications.
4.2.2 Go to poetry sessions offered at colleges or in community.
4.2.3 Do live interview for creative writing.
4.2.4 Assist them in finding local history.

4.3 Within nine-weeks and given independent study, the student will by finished product be satisfied.

4.3.1 Give mediums to create art projects.
4.3.2 Creative writing (write a book for younger students)

4.4 Within a four week period and given vocabulary enrichment and class discussion, the student will write an original creative literary work; play, prose, poetry or whatever he chooses, to his satisfaction.

4.4.1 Brainstorming with vocabulary enrichment.
4.4.2 Reading and discussing different types of literary works.

4.5 Within six weeks and given materials and individual assistance, the student will be able to write a creative children's book at grade level.

- 4.5.1 Art materials to experiment with various ways of illustrating a book.
- 4.5.2 Brainstorming with vocabulary in a group.
- 4.5.3 Experimenting in different methods of saying the same things. (Expressions of sadness, feelings, happiness, hot, cold, warm)

4.6 Within one semester and given special instruction in the area of music, help and free time, the student will develop interest and technique at a mutual satisfaction of student and teacher as measured by achievement and performance.

- 4.6.1 Study of harmony.
- 4.6.2 Analysis of classical composition.
- 4.6.3 Special type of practice and performance.

4.7 Within one week and given art instruction, the student will by finished product, understand and demonstrate his knowledge of the history of art to his teacher's satisfaction.

- 4.7.1 Sketching classes.
- 4.7.2 Adequate materials.
- 4.7.3 Research of famous paintings.

5.0 All students will use challenging and stimulating new information in the scientific and math areas.

5.1 Within a nine week period and given a variety of reading materials, the student will be able to reasonably discuss astronomy or astrology at an acceptable level as measured by himself through class or group discussion.

- 5.1.1 Explore various scientific fields.
- 5.1.2 Conduct scientific experiments relating to new areas of interest.
- 5.1.3 Converse with specialist in field.
- 5.1.4 Visit the planetarium.

5.2 Within a two week period and after sufficient research, the student will build a model solar system and will explain it to his peer's satisfaction.

- 5.2.1 Experiment with different types of materials.
- 5.2.2 Collect many types of recycled materials to use.
- 5.2.3 Plan the model.
- 5.2.4 Build the model.

5.3 Within nine weeks and given evaluation to establish the level of functioning, the student will be challenged to pursue science in his interest level according to self evaluation.

5.3.1 Explore several areas of science.
5.3.2 Use check list of questions of group discussions to determine area of most interest.
5.3.3 Collect and use various types of media related to their interest.
5.3.4 Participate in a science fair with science teacher, a paper at their level or a model project.

5.4 Within one month and given problem solving tasks, the student will be able to count change to the teacher's satisfaction as measured by teacher observation.

5.4.1 Depending on age level, develop a budget.
5.4.2 Role play counting our proper amounts of money for purchase.
5.4.3 Use play monety as rewards for behavior modification.
5.4.4 Take shopping trips with parent, record amount of purchase.
5.4.5 Use real money in counting.
5.4.6 Research coin collection.

Central State University
Psychology of the Exceptional Child

Needs (Day Class)

1. Challenging materials.
2. High ability imaginative teachers to keep them interested.
3. More funds appropriated for programs.
4. Teachers are are prepared for teaching gifted children.
5. Curriculum that does not leave a child behind higher level.
6. Content designed to keep the child's attention.
7. To feel worthwhile.
8. Work they feel is important rather than busy work.
9. Feel accepted by peers.
10. Enrichment projects
11. Creative projects in Arts, music, etc.
12. Understanding parents and teachers to help cope being different.
13. Freedom from limits.
14. Access to book at all levels.
15. Needs to be identified as to gifted areas.
16. Love.
17. Praise
18. Attention
19. Help with self-esteem
20. Association with other gifted children.
21. Encouragement to pursue specific fields of interest in depth.

Needs (Night class)

1. Challening in learning
2. Socializing with own age group.
3. Understanding teachers and parents.
4. Special teachers trained to teach gifted-talented.
5. Acceptance.
6. Not restricted by regular classroom standards.
7. Needs should be assessed.
8. Programs designed to meet their needs and reach their potential.
9. To develop emotionaily, physical and socially.
10. Opportunities to communicate with people at thier high level of thinking.
11. A chance to use thier giftes and develop them by tutoring other people.
12. To be stimulated to work up to his potential.
13. More attention.
14. Differential types of programs.
15. Varied resources.
16. Independent study.
17. Understand their abilities and how to develop them.
18. Speical facilities and environment for ability development and special projects.
19. Encourage leadership abilities.
20. Think creatively for themselves.
21. Will informed teachers.
22. Counseling if needs.
23. Encouragement, praise.
24 Sense of belonging.
25. Love

Central State University
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1.0 All gifted-talented students will be challenged in learning through creative, intelligent, special understanding instructors, who will design a curriculum and provide varied types of media to enable students to develop emotionally, physically, socially and academically to their fullest potential.

1.1 Within a week, community resource people will be identified by a survey sheet circulated through the students to parents to provide available resource people.

- 1.1.1 Survey sheet requesting hobbies or professions parents will share with students.
- 1.1.2 Students will organize their class schedule, duties, etc.
- 1.1.3 Plans for the school year will be discussed.
- 1.1.4 Programs will be designed and developed for personalized instruction.
- 1.1.5 Differential types of curriculum will be planned (Foreign language.)
- 1.1.6 "Shadow" a person in the community who could share their talents with these children.

1.2 Within a year and on a monthly basis, parent counseling will be provided for each student evaluated by parent-child participation.

- 1.2.1 Go over child's needs and goals for the school term.
- 1.2.2 Evaluate at the end of each month, what has evolved from this program.
- 1.2.3 Discuss how parent can further enhance the child's learning experiences during summer or leisure time.
- 1.2.4 Involve parents in child's education.

2.0 All gifted-talented students will be given an opportunity to work and socialize with their own age group of average and gifted-talented students and thereby learn to understand, relate to, and cope with the general public when they reach adulthood.

2.1 After group discussion, the students will decide the types of activities they want to participate in and how they can contribute to a healthy social understanding with students.

- 2.1.1 Magic circle activity.
- 2.1.2 Gifted tutoring to more average and slower students.
- 2.1.3 Present work, projects, etc. to rest of class and get feedback--keep running account of the others work.
- 2.1.4 Duso activity.

3.0 All gifted-talented students will be given an opportunity to explore many varied interests in and out of their school environment in order to develop an understanding of available opportunities in our world.

3.1 Differential types of programs will be offered students for their examination and decision as to which area they would like to study in depth first.

3.1.1 Research study on interest area.
3.1.2 Interview of knowledgeable resource person.
3.1.3 On site visit to area is possible.

4.0 All gifted-talented students will have access to instructors who have demonstrated their ability to instruct, understand and teach gifted-talented students either by having been trained or studied and researched education of gifted-talented youth and is able to design a stimulating type of personalized program for them.

4.1 Within a week, students will be aware of the type of instructor and programs available to them and thereby choose a program of interest to study in addition to regular classwork.

4.1.1 View many subject areas.
4.1.2 Research area of choice.
4.1.3 Preview mini-learning packets.
4.1.4 Take pre-test.
4.1.5 Work independently
4.1.6 Group work.

5.0 All gifted-talented students will have an opportunity to pursue their area of interest to the desired point and participate in extra curricular activities within limits in their own creative manner in an environment conducive to creative imagination.

5.1 After a two week period of introduction to various subjects areas, the student will demonstrate their interest area by choosing an area to study in.

5.1.1 Design their own method of investigation of the subject.
5.1.2 Plan the project.
5.1.3 Develop the project.
5.1.4 Share it with the class.
5.1.5 Share it with community (displaying at school)
5.1.6 New and original ideas should be written down for further reference.

6.0 All gifted-talented students will be motivated to participate in one or more of the fine arts of their choice and receive encouragement and understanding from both parents and teacher and thereby feel accepted.

6.1 After gaining knowledge of all the Fine Arts areas, the students will select one of their choice to study in.

- 6.1.1 Access to all Fine arts activities either by live film, on site visits or past experiences.
- 6.1.2 Select one or more to pursue.
- 6.1.3 Research it as to life career.
- 6.1.4 Take a field trip to an area of interest.
- 6.1.5 Class should critique the research and the work.
- 6.1.6 Objectives should be set as to what is to be learned from this research work.
- 6.1.7 Have opportunity to show work or exhibit talent.

7.0 All gifted-talented students will receive guidance counseling if and when the need arises and be provided career information to help them understand the many opportunities awaiting them if they work up to their potential.

7.1 Within the first four weeks of school, the student will receive counseling either group of individual, providing awareness of their options in life and will exhibit their understanding by discussing with others their knowledge gained.

- 7.1.1 Role play
- 7.1.2 Research options
- 7.1.3 Resource persons interview.
- 7.1.4 Magic circle
- 7.1.5 Pantomine
- 7.1.6 Practical experience.